



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 11501393
SAU: Sedgwick School Department
School: Sedgwick Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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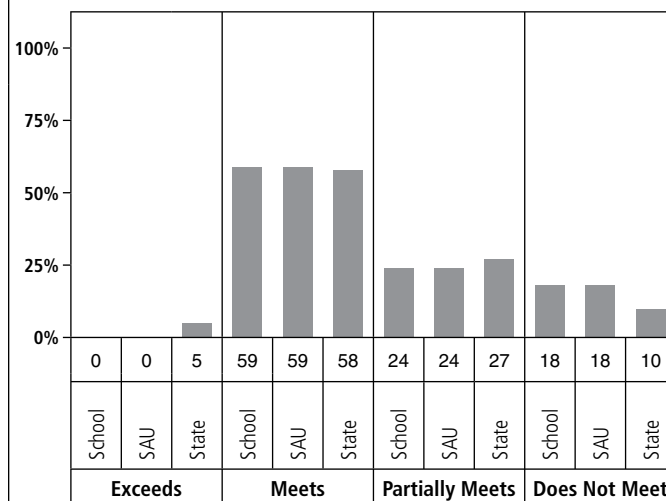
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: Sedgwick School Department
School: Sedgwick Elementary School

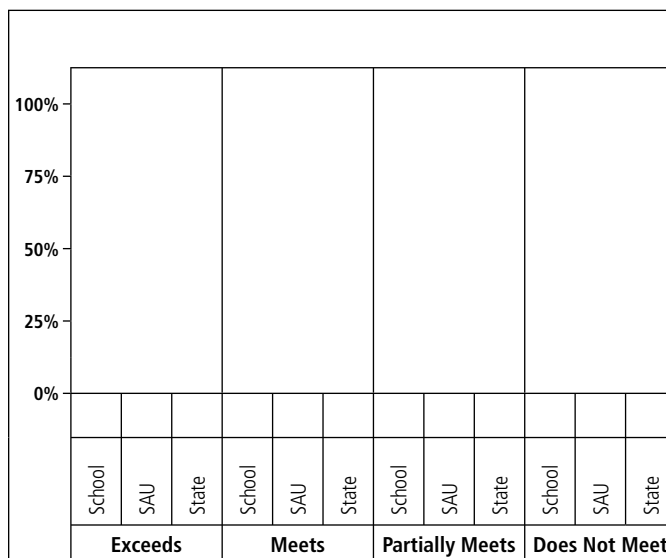
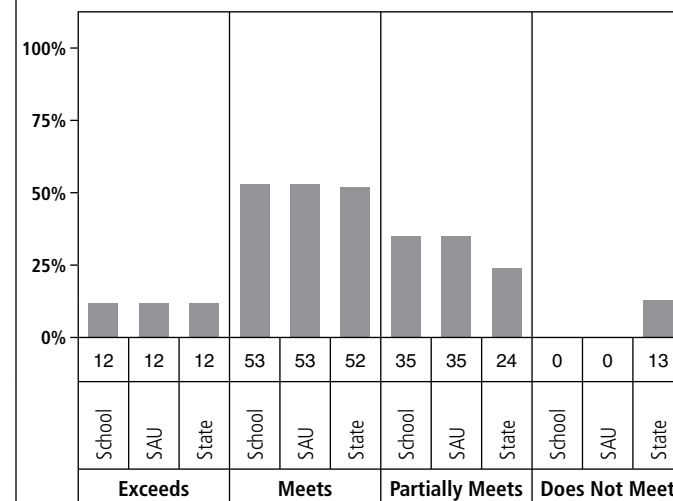
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	542	542	544
2006–2007	545	545	544
2007–2008	545	545	545
Cum. Avg.*	544	544	544
Mathematics			
2005–2006	530	532	543
2006–2007	543	543	546
2007–2008	548	548	546
Cum. Avg.*	541	541	545
ELA – Writing			
2005–2006			
2006–2007	535	535	541
2007–2008	538	538	538
Cum. Avg.*			

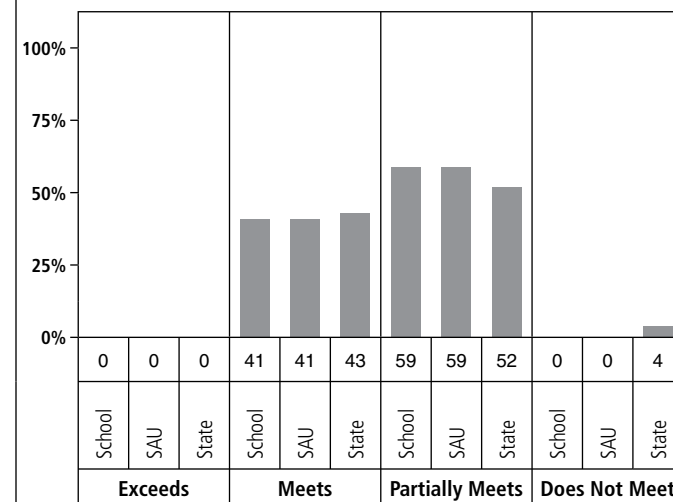
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 5
SAU: Sedgwick School Department
School: Sedgwick Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School			SAU			ELA-Reading						Mathematics						ELA-Writing					
	n		%		n		n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	17	100	17	100	14240	100	17	100	17	100	14157	100	17	100	17	100	14156	100					17	100
Ethnicity African American/Black	0	0	0	0	404	3	0	0	0	0	396	98	0	0	0	0	398	99					0	0
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100					0	0
Asian or Pacific Islander	0	0	0	0	201	1	0	0	0	0	199	99	0	0	0	0	199	99					0	0
Hispanic	0	0	0	0	178	1	0	0	0	0	170	97	0	0	0	0	174	99					0	0
Caucasian/White	17	100	17	100	13339	94	17	100	17	100	13274	100	17	100	17	100	13267	100					17	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
Identified disability	3	18	3	18	2555	18	3	100	3	100	2528	99	3	100	3	100	2526	99					3	100
Current LEP	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99					0	0
Economically disadvantaged	10	59	10	59	5574	39	10	100	10	100	5528	99	10	100	10	100	5531	99					10	100
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	17	100	17	100	11042	78	17	100	17	100	11006	77					17	100
Identified disability (PET/IEP)	3	18	3	18	396	4	3	18	3	18	404	4					3	18
LEP	0	0	0	0	144	1	0	0	0	0	141	1					0	0
504 plan	0	0	0	0	134	1	0	0	0	0	133	1					0	0
Participation with accommodations	0	0	0	0	2974	21	0	0	0	0	3014	21					0	0
Identified disability (PET/IEP)	0	0	0	0	1996	67	0	0	0	0	1986	66					0	0
LEP	0	0	0	0	175	6	0	0	0	0	189	6					0	0
504 plan	0	0	0	0	76	3	0	0	0	0	77	3					0	0
Other	0	0	0	0	766	26	0	0	0	0	801	27					0	0
Participation through alternate assessment (PAAP)	0	0	0	0	136	1	0	0	0	0	136	1					0	0
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100					0	0
LEP	0	0	0	0	4	3	0	0	0	0	4	3					0	0
504 plan	0	0	0	0	1	1	0	0	0	0	1	1					0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0					0	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0					0	0

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: Sedgwick School Department
School: Sedgwick Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	0	0	0	0	721	5
	2006-2007	1	8	1	8	702	5
	2007-2008	0	0	0	0	659	5
	Cum. Total*	1	2	1	2	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	6	46	7	50	7571	53
	2006-2007	7	58	7	58	7730	55
	2007-2008	10	59	10	59	8195	58
	Cum. Total*	23	55	24	56	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	5	38	5	36	4343	30
	2006-2007	3	25	3	25	4182	30
	2007-2008	4	24	4	24	3800	27
	Cum. Total*	12	29	12	28	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	2	15	2	14	1628	11
	2006-2007	1	8	1	8	1419	10
	2007-2008	3	18	3	18	1362	10
	Cum. Total*	6	14	6	14	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	29.1	60.6	29.1	60.6	29.2	60.8
Literary Text	24	50	15.1	62.9	15.1	62.9	15.0	62.5
Informational Text	24	50	14.0	58.3	14.0	58.3	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Sedgwick School Department
 School: Sedgwick Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	17	0	0	10	59	4	24	3	18	545	17	0	59	24	18	545	14016	5	58	27	10	545
Ethnicity																						
African American/Black	0										0						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	0										0						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	17	0	0	10	59	4	24	3	18	545	17	0	59	24	18	545	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2392	0	26	42	31	536
No	14	0	0	9	64	3	21	2	14	545	14	0	64	21	14	545	11624	6	65	24	5	547
Current LEP																						
Yes	0										0						319	1	36	34	29	537
No	17	0	0	10	59	4	24	3	18	545	17	0	59	24	18	545	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	10	0	0	5	50	2	20	3	30	543	10	0	50	20	30	543	5454	2	48	35	15	541
No	7	0	0	5	71	2	29	0	0	547	7	0	71	29	0	547	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	17	0	0	10	59	4	24	3	18	545	17	0	59	24	18	545	14011	5	58	27	10	545
Gender																						
Female	4										4						6766	7	62	24	8	546
Male	13	0	0	7	54	4	31	2	15	544	13	0	54	31	15	544	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1751	1	35	44	21	538
No	17	0	0	10	59	4	24	3	18	545	17	0	59	24	18	545	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										0						464	27	71	2	1	557
No	17	0	0	10	59	4	24	3	18	545	17	0	59	24	18	545	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Sedgwick School Department
 School: Sedgwick Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	25	0	0	2	50	1	25	1	25	543	25	0	50	25	25	543	5	2	42	34	22	540
B. less than one hour	63	0	0	5	50	3	30	2	20	544	63	0	50	30	20	544	66	5	60	27	9	545
C. one to two hours	13	0	0	2	100	0	0	0	0	554	13	0	100	0	0	554	26	5	61	26	8	546
D. more than two hours	0										0						2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	44	0	0	3	43	3	43	1	14	544	44	0	43	43	14	544	31	7	63	23	7	547
B. They match some of what I have learned.	44	0	0	5	71	0	0	2	29	544	44	0	71	0	29	544	55	4	61	27	8	545
C. They match just a little of what I have learned.	13	0	0	1	50	1	50	0	0	549	13	0	50	50	0	549	11	2	42	37	19	540
D. There is no match.	0										0						3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	44	0	0	6	86	0	0	1	14	551	44	0	86	0	14	551	30	10	68	16	6	549
B. good	44	0	0	2	29	3	43	2	29	540	44	0	29	43	29	540	53	3	59	29	9	544
C. fair	6	0	0	1	100	0	0	0	0	544	6	0	100	0	0	544	15	1	41	40	18	539
D. poor	6	0	0	0	0	1	100	0	0	540	6	0	0	100	0	540	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	13	0	0	1	50	0	0	1	50	537	13	0	50	0	50	537	17	3	45	32	19	541
B. about the same as my regular schoolwork	63	0	0	6	60	2	20	2	20	545	63	0	60	20	20	545	67	5	62	26	7	546
C. easier than my regular schoolwork	25	0	0	2	50	2	50	0	0	547	25	0	50	50	0	547	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	19	0	0	1	33	1	33	1	33	539	19	0	33	33	33	539	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	50	0	0	6	75	2	25	0	0	549	50	0	75	25	0	549	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	31	0	0	2	40	1	20	2	40	542	31	0	40	20	40	542	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	25	0	0	3	75	1	25	0	0	552	25	0	75	25	0	552	18	8	64	20	8	547
B. 20 minutes to an hour	31	0	0	3	60	2	40	0	0	546	31	0	60	40	0	546	56	5	62	25	7	546
C. less than 20 minutes	44	0	0	3	43	1	14	3	43	540	44	0	43	14	43	540	12	2	50	32	15	542
D. I rarely read at home.	0										0						13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	0										0						26	3	51	32	14	542
B. six to ten pages	23	0	0	3	100	0	0	0	0	550	23	0	100	0	0	550	28	3	59	28	9	544
C. eleven or more pages	77	0	0	4	40	3	30	3	30	543	77	0	40	30	30	543	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: Sedgwick School Department
School: Sedgwick Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	0	0	0	0	1415	10
	2006-2007	0	0	0	0	1711	12
	2007-2008	2	12	2	12	1617	12
	Cum. Total*	2	5	2	5	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	3	23	4	29	6503	45
	2006-2007	7	58	7	58	6778	48
	2007-2008	9	53	9	53	7284	52
	Cum. Total*	19	45	20	47	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	4	31	4	29	3945	28
	2006-2007	4	33	4	33	3884	28
	2007-2008	6	35	6	35	3341	24
	Cum. Total*	14	33	14	33	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	6	46	6	43	2434	17
	2006-2007	1	8	1	8	1683	12
	2007-2008	0	0	0	0	1778	13
	Cum. Total*	7	17	7	16	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.4	69.3	10.4	69.3	9.0	60.0
Cluster 2: Shape and Size	14	29	7.0	50.0	7.0	50.0	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.3	46.0	2.3	46.0	2.2	44.0
Cluster 4: Patterns	14	29	8.5	60.7	8.5	60.7	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Sedgwick School Department
 School: Sedgwick Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	17	2	12	9	53	6	35	0	0	548	17	12	53	35	0	548	14020	12	52	24	13	546
Ethnicity																						
African American/Black	0										0						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	0										0						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	17	2	12	9	53	6	35	0	0	548	17	12	53	35	0	548	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2390	2	29	34	35	534
No	14	1	7	9	64	4	29	0	0	549	14	7	64	29	0	549	11630	13	57	22	8	548
Current LEP																						
Yes	0										0						330	4	36	27	33	536
No	17	2	12	9	53	6	35	0	0	548	17	12	53	35	0	548	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	10	1	10	4	40	5	50	0	0	545	10	10	40	50	0	545	5461	5	46	30	19	541
No	7	1	14	5	71	1	14	0	0	552	7	14	71	14	0	552	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	17	2	12	9	53	6	35	0	0	548	17	12	53	35	0	548	14015	12	52	24	13	546
Gender																						
Female	4										4						6767	11	51	24	13	546
Male	13	2	15	7	54	4	31	0	0	549	13	15	54	31	0	549	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1755	1	37	39	23	538
No	17	2	12	9	53	6	35	0	0	548	17	12	53	35	0	548	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										0						464	58	40	2	0	564
No	17	2	12	9	53	6	35	0	0	548	17	12	53	35	0	548	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: Sedgwick School Department
School: Sedgwick Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	25	0	0	4	100	0	0	0	0	552	25	0	100	0	0	552	5	6	39	29	25	539
B. less than one hour	63	1	10	4	40	5	50	0	0	545	63	10	40	50	0	545	66	12	52	24	12	546
C. one to two hours	13	1	50	1	50	0	0	0	0	561	13	50	50	0	0	561	26	12	55	23	11	547
D. more than two hours	0										0						2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	40	2	33	3	50	1	17	0	0	555	40	33	50	17	0	555	38	16	56	19	8	549
B. They match some of what I have learned.	60	0	0	6	67	3	33	0	0	546	60	0	67	33	0	546	48	9	53	26	12	545
C. They match just a little of what I have learned.	0										0						10	6	37	32	24	539
D. There is no match.	0										0						3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	31	1	20	3	60	1	20	0	0	554	31	20	60	20	0	554	31	24	54	14	8	552
B. good	50	1	13	4	50	3	38	0	0	546	50	13	50	38	0	546	47	8	55	25	12	545
C. fair	19	0	0	2	67	1	33	0	0	547	19	0	67	33	0	547	19	2	43	35	20	539
D. poor	0										0						3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	13	0	0	1	50	1	50	0	0	547	13	0	50	50	0	547	18	5	42	30	22	540
B. about the same as my regular schoolwork	87	2	15	7	54	4	31	0	0	548	87	15	54	31	0	548	66	11	55	23	11	547
C. easier than my regular schoolwork	0										0						17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	0										0						21	10	48	26	16	544
B. two or three days a week	38	0	0	3	50	3	50	0	0	543	38	0	50	50	0	543	36	13	54	23	10	547
C. two or three times each month	56	2	22	5	56	2	22	0	0	552	56	22	56	22	0	552	27	12	54	23	11	547
D. never or almost never	6	0	0	1	100	0	0	0	0	552	6	0	100	0	0	552	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	13	1	50	1	50	0	0	0	0	557	13	50	50	0	0	557	7	12	44	25	19	543
B. two or three days a week	50	1	13	4	50	3	38	0	0	546	50	13	50	38	0	546	30	13	53	23	11	547
C. two or three times each month	19	0	0	2	67	1	33	0	0	547	19	0	67	33	0	547	34	12	54	23	10	547
D. never or almost never	19	0	0	2	67	1	33	0	0	550	19	0	67	33	0	550	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	6	0	0	1	100	0	0	0	0	558	6	0	100	0	0	558	7	7	40	25	28	539
B. 30–45 minutes	19	0	0	1	33	2	67	0	0	540	19	0	33	67	0	540	31	7	49	29	15	543
C. 45–60 minutes	44	0	0	4	57	3	43	0	0	543	44	0	57	43	0	543	40	12	55	23	10	547
D. more than 60 minutes	31	2	40	3	60	0	0	0	0	560	31	40	60	0	0	560	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: Sedgwick School Department
School: Sedgwick Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	0 0	0 0	0 0	0 0	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	4 7	33 41	4 7	33 41	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	7 10	58 59	7 10	58 59	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	1 0	8 0	1 0	8 0	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	10.8	54.0	10.8	54.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.6	46.7	5.6	46.7	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.1	63.8	5.1	63.8	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Sedgwick School Department
 School: Sedgwick Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	17	0	0	7	41	10	59	0	0	538	17	0	41	59	0	538	13972	0	43	52	4	538
Ethnicity																						
African American/Black	0										0						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	0										0						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	17	0	0	7	41	10	59	0	0	538	17	0	41	59	0	538	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2372	0	12	72	16	529
No	14	0	0	6	43	8	57	0	0	538	14	0	43	57	0	538	11600	0	50	48	1	539
Current LEP																						
Yes	0										0						319	0	30	58	12	533
No	17	0	0	7	41	10	59	0	0	538	17	0	41	59	0	538	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	10	0	0	5	50	5	50	0	0	538	10	0	50	50	0	538	5435	0	32	61	7	535
No	7	0	0	2	29	5	71	0	0	538	7	0	29	71	0	538	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	17	0	0	7	41	10	59	0	0	538	17	0	41	59	0	538	13967	0	43	52	4	538
Gender																						
Female	4										4						6750	1	55	43	2	540
Male	13	0	0	3	23	10	77	0	0	535	13	0	23	77	0	535	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1745	0	26	69	5	534
No	17	0	0	7	41	10	59	0	0	538	17	0	41	59	0	538	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										0						464	2	74	23	0	545
No	17	0	0	7	41	10	59	0	0	538	17	0	41	59	0	538	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Sedgwick School Department
 School: Sedgwick Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	25	0	0	2	50	2	50	0	0	538	25	0	50	50	0	538	5	0	29	57	14	533
B. less than one hour	63	0	0	4	40	6	60	0	0	538	63	0	40	60	0	538	66	0	44	52	3	538
C. one to two hours	13	0	0	1	50	1	50	0	0	537	13	0	50	50	0	537	26	0	45	52	3	538
D. more than two hours	0										0						2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	44	0	0	4	57	3	43	0	0	539	44	0	57	43	0	539	25	1	54	42	3	540
B. good	44	0	0	2	29	5	71	0	0	536	44	0	29	71	0	536	50	0	46	51	3	538
C. fair	13	0	0	1	50	1	50	0	0	541	13	0	50	50	0	541	22	0	29	65	6	535
D. poor	0										0						3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	25	0	0	2	50	2	50	0	0	536	25	0	50	50	0	536	14	0	33	56	10	535
B. about that same as my regular schoolwork	63	0	0	4	40	6	60	0	0	539	63	0	40	60	0	539	65	0	45	52	3	538
C. easier than my regular schoolwork	13	0	0	1	50	1	50	0	0	535	13	0	50	50	0	535	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											